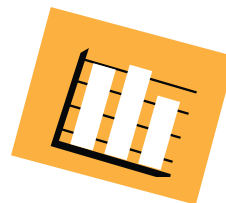
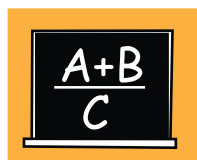


Functional Independence

Sample Assessment Booklet

Updated 10/21/05

Mathematics



Grade 3

Introduction

The *Grade 3 Mathematics Functional Independence Sample Assessment Booklet* has been developed to provide teachers, administrators, parents, students, and other interested stakeholders with a sample of the content and length of the assessment. Additional *Mathematics Functional Independence Sample Assessment Booklets* are available in grades 5, 8, and 11. The *Sample Assessment Booklets* can be downloaded from the MI-Access Web page at www.mi.gov/mi-access.

The table below indicates the number of core items and possible points on the *Grade 3 Functional Independence Mathematics Assessment*, as well as the number of pilot items that will be embedded in the assessment. A student's overall performance score will be based only on his or her performance on the core items. Data will be collected about student performance on the embedded pilot items, but they will **not** count toward a student's overall performance score. A portion of the core items will be released electronically each year. The embedded items will be used to replace the released items in future assessment booklets.

Mathematics Strand	Number of Core Items
Numbers and Operations	10
Measurement	8
Geometry	9
Data and Probability	3
TOTAL CORE ITEMS/ POINTS	30
EMBEDDED ITEMS	8 (Numbers vary by strand and topic)
TOTAL ITEMS	38

The *Grade 3 Functional Independence Mathematics Sample Assessment Booklet* reflects the content and length of the operational assessment, which will be administered for the first time in fall 2005. Placeholders for embedded pilot items have been designated in the *Sample Assessment Booklet* (items 31-38). Please note that the positions of the embedded pilot item placeholders have been determined solely for the ease and convenience of the users of the *Sample Assessment Booklet*. The placement of embedded items in the operational assessment booklets will vary from year to year.

DIRECTIONS: Read each question. Choose the **BEST** answer for each question.

Additional Information:

- Please note that the *Functional Independence Mathematics Assessments* are based on the *Extended Grade Level Content Expectations* (EGLCE) and benchmarks (EB). The EGLCE or EB that each item in the booklet measures can be found on page 31.
- Braille versions of the assessment are available for the *Functional Independence Mathematics* operational assessments.
- For the *Functional Independence Mathematics Assessment*, a student may (1) use a calculator, and (2) have certain assessment item stems and certain answer choices read aloud, if the Individualized Education Program Team determines these are appropriate assessment accommodations. Some item stems and answer choices must **NOT** be read aloud, such as where the question is, “What is the numeral for two?”, where one of the choices would be “2.” The operational manual has a table indicating which item stems and answer choices cannot be read aloud.
- Students may record their answers and perform their computations in the assessment booklet, so extra paper will not be necessary. Clear acetate rulers are provided for students to answer questions requiring measurement of length.
- Because of the population being assessed, there may be instances in which assessment administrators choose to use the actual items, such as coins, bills, and clocks, instead of relying on the pictures provided in the assessment booklet. However, the actual item may **NOT** change the nature of the question or elicit a different response.

1 What number is missing in the pattern?

8, 10, _____, 14, 16

A 11

B 12

C 13

2 What number comes next in the pattern?

0, 5, 10, _____

A 13

B 15

C 20

3 What number comes next in the pattern?

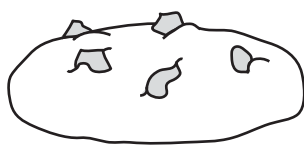
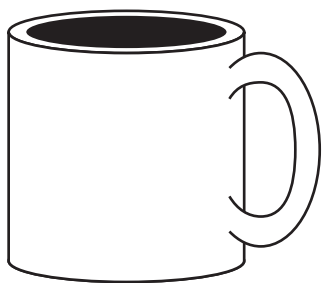
5, 6, 7, 8, _____



A 9

B 10

C 15

Use the figure below to answer question 4.



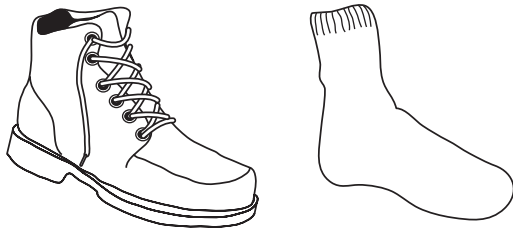
4 The cup  is _____ the cookie .



A above

B below

C next to

Use the figure below to answer question 5.



5 The sock  is _____ the boot .

A above

B below

C next to

Use the figure below to answer question 6.



6 The boy is jumping ____ the log.



A over

B under

C behind

Use the figure below to answer question 7.



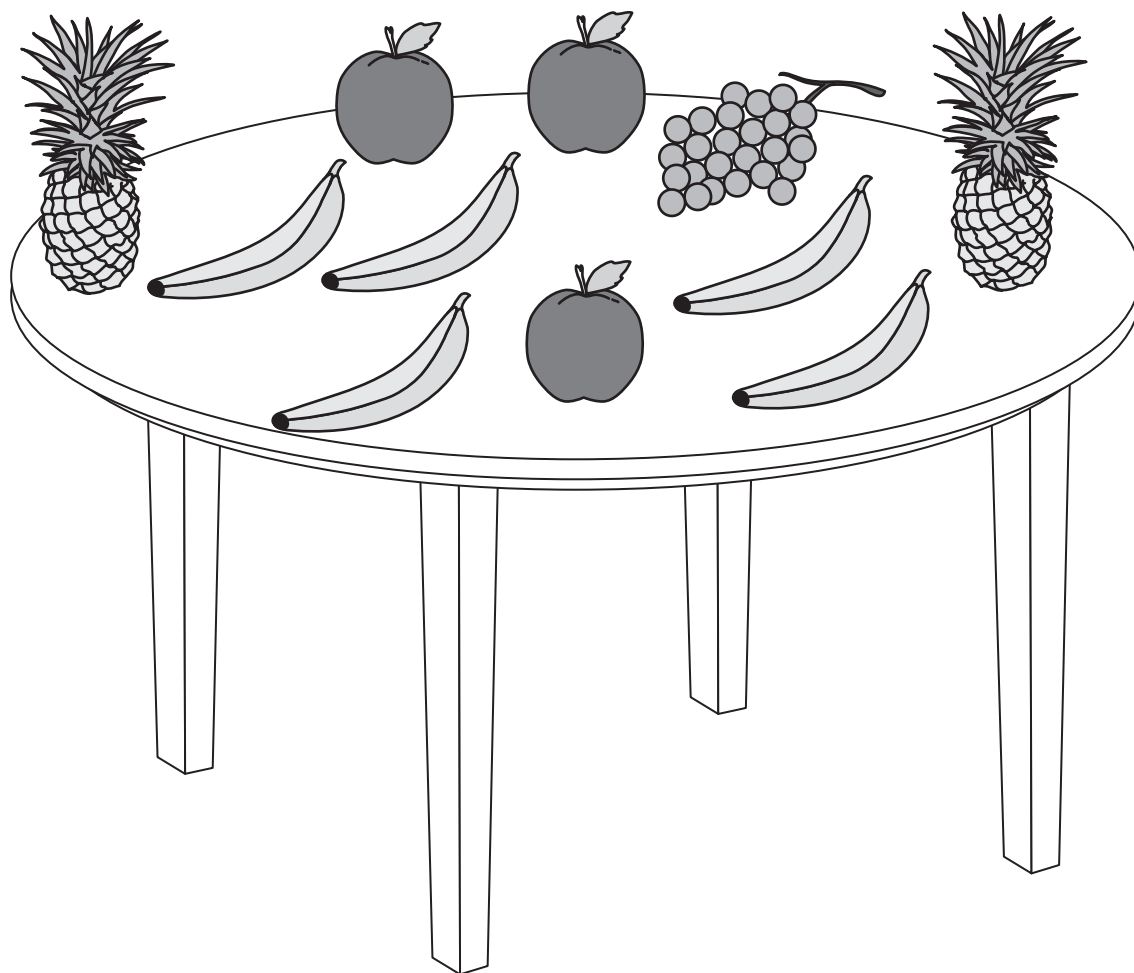
7 The ball  is to the _____ of the bucket .

A right

B left

C under

Use the figure below to answer question 8.



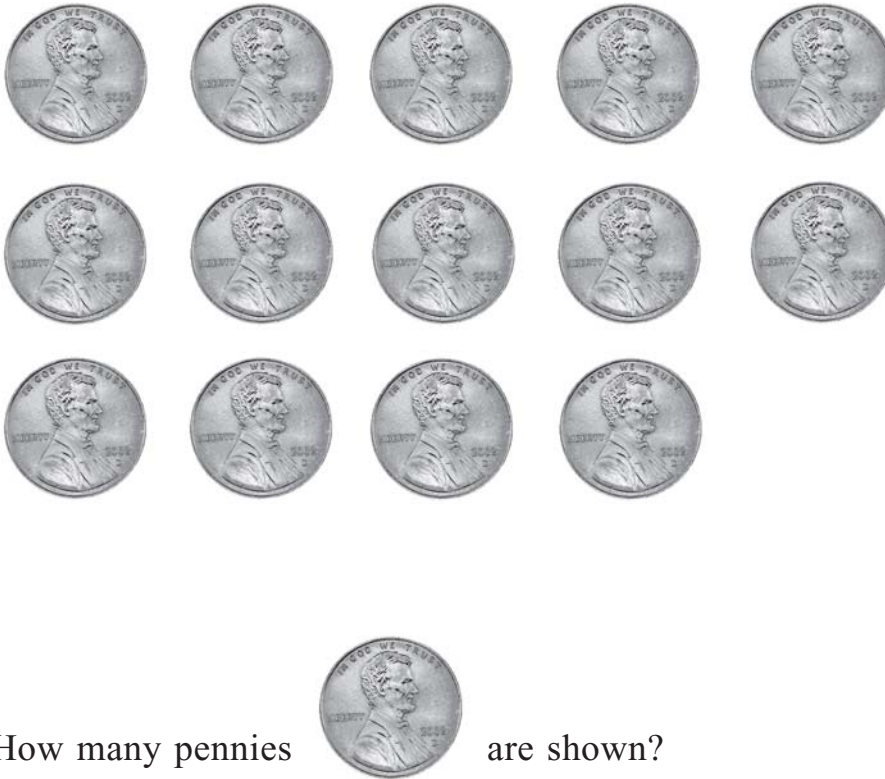
8 How many bananas  are on the table?

A 2

B 3

C 5

Use the figure below to answer question 9.



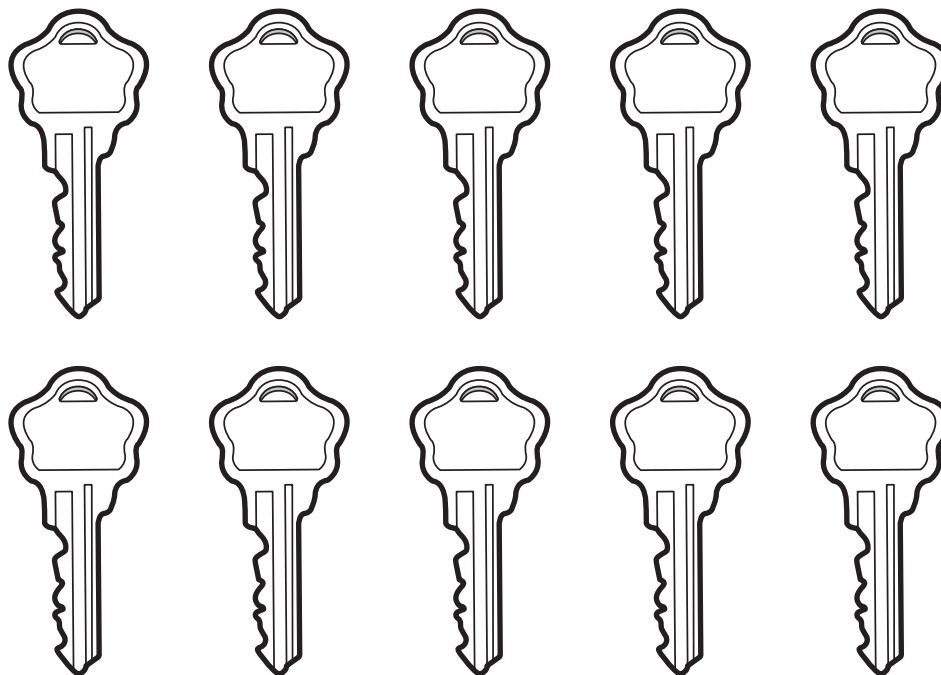
9 How many pennies are shown?

A 10

B 14

C 17

Use the figure below to answer question **10**.



10 How many keys  are shown?

A 12

B 11

C 10

- 11** Sara went to the park.

She marked her paper one time for every bird she saw.



How many birds did Sara see?

- A** 2
- B** 7
- C** 10
-

- 12** Bruce drew a star  for every student in his class.

Students



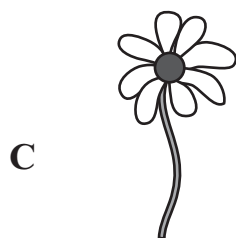
How many students are in his class?

- A** 6
- B** 3
- C** 1

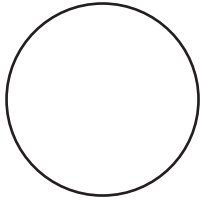
- 13 Sam saw 5 flowers in her garden.

She drew a  for every flower she saw.

Which of these shows what Sam drew?



Use the figure below to answer question **14**.



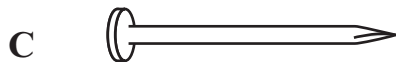
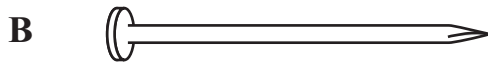
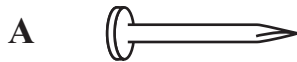
14 What figure is shown?

A triangle

B square

C circle

15 Which nail is longest?

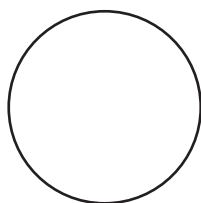


16 Which of these is a square?

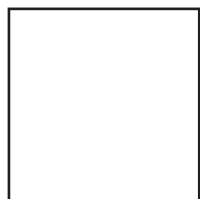
A



B



C



17 Mary has a stick that is 10 inches long.

Bob has a stick that is 7 inches long.

Phil has a stick that is 5 inches long.

Who has the longest stick?

A Mary

B Bob

C Phil

18 Chuck is 5 feet tall.

Mary is 4 feet tall.

Which sentence is true?

A Chuck is shorter than Mary.

B Mary is shorter than Chuck.

C Chuck and Mary are the same height.

Use the coin below to answer question **19**.



19 What is the value of this coin?

A 1¢

B 5¢

C 10¢

Use the coin below to answer question **20**.



20 What is the value of this coin?

A 10¢

B 25¢

C 50¢

Use the coin below to answer question **21**.



21 What is the value of this coin?

A 10¢

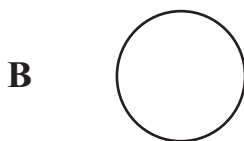
B 20¢

C 25¢

Use the shapes below to answer question **22**.



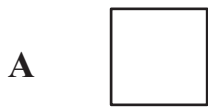
22 Which shape comes next in the pattern?



Use the boxes below to answer question 23.



23 What box comes next in the pattern?



Use the shapes below to answer question **24**.



24 Which shape comes next in the pattern?



25 Chris is eating breakfast.

What part of the day is it?

- A** morning
 - B** afternoon
 - C** evening
-

26 Today is Tuesday.

What day was yesterday?

- A** Friday
- B** Saturday
- C** Monday

27 Compare these numbers:

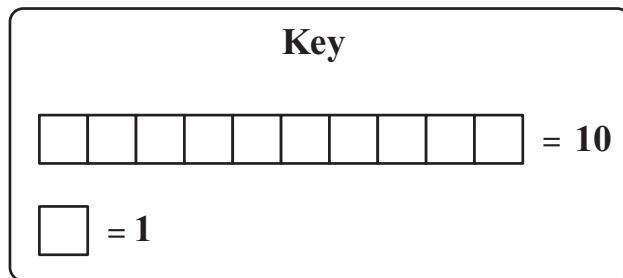
$$3 \square 5$$

- A** 3 is less than 5
 - B** 3 is greater than 5
 - C** 3 is equal to 5
-

28 Which number is greater than 4?

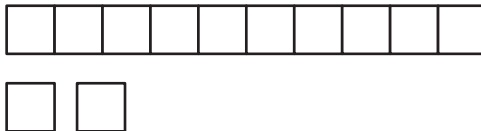
- A** 2
- B** 3
- C** 6

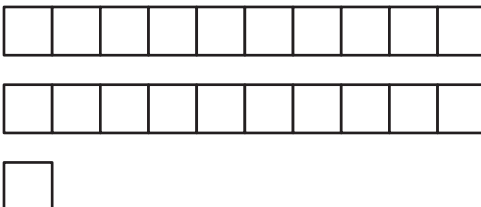
Use the figure below to answer question 29.



29 Which of these is equal to 12?

A 

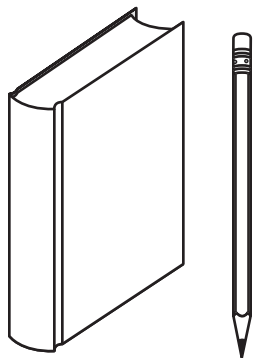
B 

C 

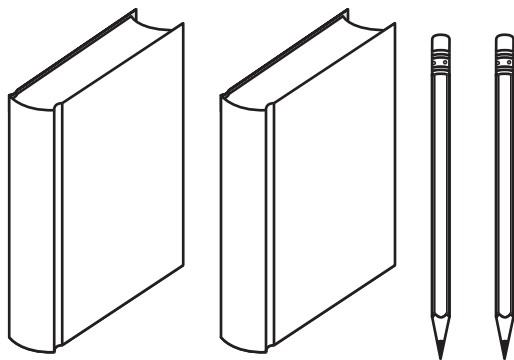
30 Jon bought 2 books and 3 pencils.

Which picture shows what Jon bought?

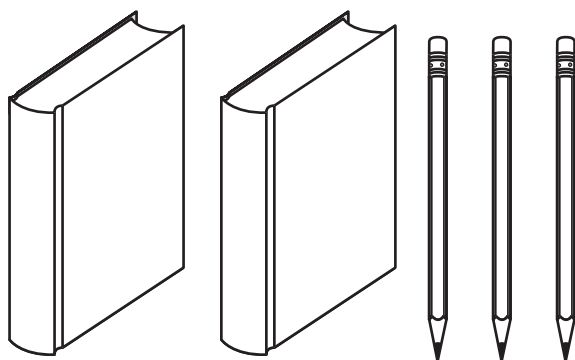
A



B



C



31 EMBEDDED ITEM**A****B****C**

32 EMBEDDED ITEM**A****B****C**

33 EMBEDDED ITEM**A****B****C**

34 EMBEDDED ITEM**A****B****C**

35 EMBEDDED ITEM**A****B****C**

36 EMBEDDED ITEM**A****B****C**

37 EMBEDDED ITEM**A****B****C**

38 EMBEDDED ITEM**A****B****C****Do Not Continue.**

Below is a list of the Extended Grade Level Content Expectations (EGLCE) that each item in this sample booklet measures.

Because the assessment will be administered during the *fall* of the school year, only content from the *previous* grade level will be measured on the assessment. Therefore, items eligible for the Grade 3 assessment will measure the Grade 2 EGLCE.

The references to EGLCE contained in this document can be found in the *Extended Grade Level Content Expectations*, which are available for review and download at www.mi.gov/mi-access.

Item Number	Strand	Domain	Topic	EGLCE
1	N	MR	1	05
2	N	MR	1	05
3	N	MR	1	05
4	G	LO	1	02
5	G	LO	1	02
6	G	LO	1	02
7	G	LO	1	02
8	N	ME	1	01
9	N	ME	1	01
10	N	ME	1	01
11	D	RE	1	01
12	D	RE	1	01
13	D	RE	1	01
14	G	GS	1	01
15	M	UN	1	01
16	G	LO	1	01
17	M	ME	1	01
18	M	ME	1	01
19	M	UN	1	03
20	M	UN	2	03
21	M	UN	2	03
22	G	SR	2	04
23	G	SR	2	04
24	G	SR	2	04
25	M	PS	1	02
26	M	PS	1	02
27	N	ME	1	03
28	N	ME	1	03
29	N	ME	1	02
30	N	ME	1	02
31	Embedded Placeholder			
32	Embedded Placeholder			
33	Embedded Placeholder			
34	Embedded Placeholder			
35	Embedded Placeholder			
36	Embedded Placeholder			
37	Embedded Placeholder			
38	Embedded Placeholder			



The Office of Educational
Assessment and Accountability
P.O. Box 30008
Lansing, Michigan 48909

Michigan State Board of Education

Mrs. Kathleen N. Straus
President

Mr. John C. Austin
Vice President

Mrs. Carolyn L. Curtin
Secretary

Mrs. Marianne Yared McGuire
Treasurer

Mrs. Nancy Danhof
NASBE Delegate

Mrs. Elizabeth W. Bauer
Board Member

Mr. Reginald M. Turner
Board Member

Mrs. Eileen L. Weiser
Board Member

Ex Officio

The Honorable Jennifer M. Granholm
Governor

Michael P. Flanagan
Superintendent of Public Instruction

FUNDED BY THE MICHIGAN DEPARTMENT OF EDUCATION AND THE U.S. EDUCATION DEPARTMENT.

STATEMENT OF COMPLIANCE WITH FEDERAL LAW

THE MICHIGAN DEPARTMENT OF EDUCATION COMPLIES WITH ALL FEDERAL LAWS AND REGULATIONS PROHIBITING
DISCRIMINATION, AND WITH ALL REQUIREMENTS AND REGULATIONS OF THE U.S. DEPARTMENT OF EDUCATION.

2003-2004 STATE BOARD OF EDUCATION STRATEGIC GOAL

ATTAIN SUBSTANTIAL AND MEANINGFUL IMPROVEMENT IN ACADEMIC ACHIEVEMENT FOR ALL STUDENTS/CHILDREN WITH
PRIMARY EMPHASIS ON HIGH PRIORITY SCHOOLS AND STUDENTS.

Revised October 23, 2003